



## The Flying Bull Academy Pupil Premium strategy statement

1. Summary information					
<b>School</b>	The Flying Bull Academy				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£273,240	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	427	<b>Number of pupils eligible for PP</b>	207	<b>Date for next internal review of this strategy</b>	Feb 2019
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving Expected or above in KS2 RWM</b>		49%		To be released	
<b>Reading Progress</b>		+ 1.5			
<b>Writing Progress</b>		+ 1.8			
<b>Maths Progress</b>		+ 1.6			
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	EYFS baseline levels for many areas of development, particularly the prime areas are below age related expectations. Communication and Language, Reading and Writing are particularly low.				
<b>B.</b>	Many pupils come from backgrounds that are unable to support a positive learning culture and have poor literacy and numeracy skills.				
<b>C.</b>	High level of PP children with Speech and Language requirements.				
<b>D.</b>	High percentage of SEND and underachieving PP children with a range of complex needs.				
<b>E.</b>	PP children who have had little or no boundaries and lack routine at home whose parents/carers have low expectations of behaviour and achievement.				

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A</b>	Compared to IMD scores at national Lower Super Output Area level, The Flying Bull Academy's level of deprivation can be graded as 'A' (between the 75th and 95th percentiles - much more deprived than average) 90% of The Flying Bull Academy's pupils live within LSOAs ranked as within the worst 25% nationally (city primary norm is 40%).	
<b>B</b>	Although work on reducing Persistent Absenteeism has been successful, this is an ongoing barrier that we need to continue to focus on.	
<b>C</b>	Poor parental engagement in their children's learning	
<b>D</b>	Poor diet and low levels of activity in a high number of PP children's families	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To achieve improved outcomes at the end of EYFS. This will be measured by the % of PP children who achieve GLD.	Diminish the difference from 6% between Disadvantaged Pupils at FBA and National Other.
<b>B.</b>	To improve outcomes by the end of Key Stage 1 in Reading, Writing and Maths for PP children. This will be measured by the KS1 outcomes for PP children.	Diminish the difference from 22% in reading for PP children compared to National Other. Diminish the difference from 36% in writing for PP children compared to National Other. Diminish the difference from 33% in maths for PP children compared to National Other.
<b>C.</b>	To improve outcomes for PP children by the end of KS2 in Reading, Writing and Maths. This will be measured by the KS2 outcomes for PP children.	Diminish the difference from 18% in reading for PP children compared to National Other. Diminish the difference from 18% in writing for PP children compared to National Other. Diminish the difference from 19% in maths for PP children compared to National Other. Diminish the difference from 18% in RWM for PP children compared to National Other.
<b>D.</b>	Maintain low percentage of persistent absenteeism and for attendance to be above national.	Maintain the percentage of PA for Disadvantaged children to below the levels recorded for 2018 For whole school attendance to be above national.
<b>E.</b>	To improve the % of GDS in Reading, Writing and Maths in KS1 and KS2	<b>KS1</b> Diminish the difference from 21% in GDS reading for PP children compared to National Other. Diminish the difference from 14% in GDS writing for PP children compared to National Other. Diminish the difference from 12% in GDS maths for PP children compared to National Other. <b>KS2</b> Diminish the difference from 2% in GDS reading for PP children compared to National Other. Diminish the difference from 12% in GDS writing for PP children compared to National Other.

		Diminish the difference from 7% in GDS maths for PP children compared to National Other.
<b>F.</b>	To ensure that children with complex needs are identified early and appropriate support is put in place. This will be measured by outcomes of interventions and impact on work in class. The SENDCo termly report will provide information on the number of PP children seen and the impact of the interventions.	More PP children will access assessment by SaLT and EP, compared to NHS allocation of SaLT time and time available for EP through usual SLA arrangements. This will ensure that more PP children will have timely assessments so that learning needs are met with appropriate interventions, including interventions run by the SaLT. Teaching Assistants will be monitored by the SaLT to ensure effective interventions.

<b>Planned expenditure</b>					
<b>Academic year</b>	<b>2018/2019</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To maintain positive outcomes at the end of EYFS.	Extra adult support in Year R. We employ 1.0 FTE Teaching Assistants. 0.5 is involved in delivering SaL programmes supported by the SaLT.	We use extra adult support in Year R to help the transition in to full time education for our PP children and support their progress throughout the year. EEF Teaching assistants + 1	Teaching and Learning Reviews SENDCo Reviews Pupil Progress Meetings Appraisal Cycle Weekly Team Meeting.	MP – SENDCo JC – Early Years Lead	Termly at Pupil Progress Meetings  Annual Review of PP spend.
To improve outcomes for PP children by the end of KS2 in Reading, Writing and Maths.	Employ a third teacher to reduce class sizes in Years 5 and 6.	Smaller classes to target PP children in all core subjects increasing the amount of feedback given. It also increases the ratio of pupil-teacher time. EEF Reduce Class Size + 3 EEF Feedback + 8	Teaching and Learning Reviews Pupil Progress Meetings Appraisal Cycle	DHD	Termly at Pupil Progress Meetings  Annual Review of PP spend
<b>Total budgeted cost</b>					£44,921

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes for PP children in the Phonics Screening at Year 1. To improve outcomes by the end of Key Stage 1 in Reading and Maths for PP children.	Employ 0.6 FTE ECAR Teacher to deliver Reading Recovery Programme	The programme has been successful in school for the last 4 years. EEF 1 to 1 Tuition + 5	Teaching and Learning Reviews SENDCo Reviews Pupil Progress Meetings Appraisal Cycle	MP – SENDCo DG – Phase 2 Lead	Termly at Pupil Progress Meetings  Annual Review of PP spend.  Annual Report from ECAR.
To improve outcomes for PP children in the Phonics Screening at Year 1.	Extra 0.2 teacher in Year 1 to support progress in phonics / reading where required.	We employ the extra adult to provide extra focused phonic support. EEF Small Group Tuition + 4 EEF Phonics Intervention + 4 EEF 1 to 1 Tuition + 5	Teaching and Learning Reviews SENDCo Reviews Pupil Progress Meetings Appraisal Cycle	DG – Phase 2 Lead	Termly at Pupil Progress Meetings  Annual Review of PP spend.
To improve outcomes by the end of Key Stage 1 in Maths for PP children.	Teaching Assistant trained in the First Class at Number approach linked to Number Counts.  DHT and part of 0.6 Teacher role to target underachieving Disadvantaged Year 2 Pupils	To diminish the difference in maths for PP children compared to National Other.  EEF Small Group Tuition + 4	SENDCo Reviews Pupil Progress Meetings Appraisal Cycle	MP – SENDCo DG/FP – Maths Leads	Termly at Pupil Progress Meetings  Annual Review of PP spend.

<p>To improve outcomes by the end of Key Stage 1 in Reading for PP children.</p> <p>To improve outcomes for PP children by the end of KS2 in Reading, Writing and Maths.</p>	<p>For a team of 5 Teaching Assistants to be trained in and deliver the FFT Wave 3 Literacy Intervention.</p> <p>Look in to possibility of training additional Teaching Assistants.</p>	<p>To diminish the 22% difference in KS1 reading for PP children compared to National Other.</p> <p>Diminish the difference from 18% in reading for PP children compared to National Other.</p> <p>EEF 1 to 1 Tuition + 5</p>	<p>SENDCo Reviews Pupil Progress Meetings Appraisal Cycle</p>	<p>MP – SENDCo DG – Phase Leader SC – Phase Leader HB – Phase Leader</p>	<p>Termly at Pupil Progress Meetings</p> <p>Annual Review of PP spend.</p>
<p>To improve outcomes for PP children by the end of KS2 in Reading and Writing.</p>	<p>Provide 0.2 teacher's focus where the teacher works with underachieving Disadvantaged Pupils in writing and supporting the improvement of teaching in reading.</p> <p>To maintain Accelerated Reader across KS2</p>	<p>Diminish the difference from 14% in reading for PP children compared to National Other. Diminish the difference from 18% in writing for PP children compared to National Other.</p> <p>EEF Small Group Tuition + 4</p> <p>EEF Reading Comprehension Strategies + 6</p>	<p>Pupil Progress Meetings</p> <p>Reports generated by Accelerated Reader</p> <p>Appraisal Cycle</p>	<p>SC – Phase Leader</p>	<p>Termly at Pupil Progress Meetings</p> <p>Annual Review of PP spend.</p>
<p>To improve oracy skills of PP children to improve communication skills both spoken and written.</p>	<p>Two teachers and two Teaching Assistants trained in the Talking Partners approach will deliver interventions for children identified at Pupil Progress Meetings</p>	<p>Poor baseline of Speaking and Listening in Year R. Below National Average PP results for KS1 and KS2 writing.</p> <p>EEF Small Group Tuition + 4</p>	<p>Pupil Progress Meetings</p> <p>Overseen by JC, English Leader and JEG, Year 3 teacher.</p> <p>Training provided by well-respected source – Bex Shore, ECAR Co-ordinator.</p>	<p>DHD/LD</p>	<p>Termly at Pupil Progress Meetings</p> <p>Annual Review of PP spend.</p>

For teachers to work with children with identified gaps in reading, writing and maths	Teachers will run Pupil Conferencing sessions once a week for a term.	Below National Average PP results for KS1 and KS2 reading, writing and Maths.  EEF 1 to 1 Tuition + 5	Pupil Progress Meetings  SMT Meetings  WTS Action Plans	SLT	Termly at Pupil Progress Meetings  Annual Review of PP spend.
Improve family involvement in children's reading	Senior teachers running Family Reading Projects in Years N, R,1, 2, 3, 4 and 5.	Following the success of Family Reading Projects last year, the practice is being shared with senior teachers so they can lead a project in the years that were not covered last year.  EEF Reading Comprehension Strategies + 6	Pupil Progress Meetings  Senior Management Team Meetings	SLT	Termly at Pupil Progress Meetings
To improve outcomes for PP children by the end of KS2 in Reading, Writing and Maths.	Following Pupil Progress Meetings, children are targeted to attend booster sessions at lunch times and after school to accelerate progress in core subjects.	To diminish the difference in all core subjects for PP children.  EEF Small Group Tuition + 4 EEF Extending School Time + 2	Pupil Progress Meetings Ongoing assessment and end of KS2 results.	SC – Phase Leader	Termly at Pupil Progress Meetings  Annual Review of PP spend.
To improve both learning and emotional behaviour. This will be measured by LA annual data and in school ongoing data.	Employ extra member of Learning and Pastoral Team (LAPS) to build capacity for the team to impact the learning and emotional barriers for PP children.	A team of experienced pastoral workers who engage with children referred by class teachers to develop their learning behaviour and regulate their emotional behaviour.  EEF Social and Emotional Learning +4	Weekly LAPS meetings Pupil Progress Meetings Appraisal Cycle  Boxall Profile Reports	DHD BD – LAPS Team Leader	Annual Review of PP spend.  On receipt of annual reports from LA.

<p>To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>SLA with NHS Solent to provide 3 days a week Speech and Language Therapist (SaLT).</p>	<p>High number of PP children presenting with speech and language conditions that create barriers to their learning. The SaLT runs assessments and puts programmes in place. The SaLT runs the programmes for the more complex cases and trains and monitors Teaching Assistants to run 1 to 1 interventions. The SaLT also runs Narrative Groups in both KS1 and KS2.</p> <p>EEF Oral Language Interventions +5</p>	<p>Termly report from SaLT SENDCo Report Pupil Progress Meetings Ongoing monitoring</p>	<p>MP – SENDCo</p>	<p>Annual Review of PP spend.</p> <p>NHS Solent are withdrawing from SaL SLA's at the end of the academic year. SENDCo to look at other possible sources to provide SaL therapy.</p>
<p>To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>SLA with Educational Psychology Service to provide 1 day a week EP.</p>	<p>High number of PP children presenting with complex learning needs. The EP runs assessments and ensures that the correct provision is put in place by advising SENDCo and class teacher by providing a comprehensive report and ongoing support. The EP provides training for teachers and teaching assistants on areas such as improving working memory and Precision Teaching.</p>	<p>SENDCo Report Pupil Progress Meetings Ongoing monitoring</p>	<p>MP – SENDCo</p>	<p>Annual Review of PP spend.</p> <p>Renewal of 3 Year SLA (2019)</p>
<p>To advise and support staff working with mainstream children with SEMH who are at risk of permanent exclusion.</p>	<p>SLA with MABSS for 1 day per week.</p>	<p>A proven track record in working with families and staff to support specific children and their families.</p> <p>An intimate understanding of the academy and its community for a history of working with The Flying Bull Academy.</p> <p>EEF Behaviour interventions +3</p>	<p>Weekly LaPS team meetings to review specific caseloads and the progress of each child. Tracking of children's progress via the Boxall Profile.</p>	<p>DHD</p>	<p>Annual Review of PP spend.</p> <p>Renewal of SLA (2019)</p>
<b>Total budgeted cost</b>					<p>£207,938</p>
<p><b>iii. Other approaches</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved learning behaviour and attitude using metacognitive approach for Year 6 Pupils	Weekly mentoring for Year 6 pupils by staff across the academy	Following the success of the Mentoring Programme in 2017 2018, we are continuing the programme.  EEF Metacognition and Self-Regulation + 8	Pupil Progress Meetings  Mentors review meetings with LD	LD	Termly at Pupil Progress Meetings
To reduce persistent absenteeism and for attendance to be at or above national	Employ Pupil Support Worker for Attendance  To have in place an 'Attendance Reward Scheme' where children can collect points to exchange for small prizes	Impact of this role is a year by year increase in attendance. PA was below National in 2017 2018. We aim to maintain this.	Regular formal meetings monthly but ongoing informal conversation week by week. Attendance spreadsheet highlights PP eligible PA children. Attendance Support Worker reports to governors termly.	DHD LN – Attendance Support Worker	Feb 2019 – Half year review.
<b>Total budgeted cost</b>					£23,497